



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1903 E. Roeser Rd, Phoenix, AZ 85040

Phoenix Education Management, LLC,

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Performing Plus  
2003-04 Underperforming  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### High School Achievement Profile (a)

2004-05 Performing  
2003-04 N/A  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Not Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mrs. Rachel Hildebrand  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-12  
2005 Enrollment : 700  
Web Address : www.sabis.net  
Phone Number : (602) 305-8865  
Fax Number : (602) 323-5526  
E-mail : rhildebrand@sabis.net

### Mission

SABIS is a K-12th grade college preparatory school providing top-quality education to highly diverse students. SABIS is committed to developing ethical, moral and civic values in students that will prepare them to face the challenges of the future.

### School / Academic Goals

- ü Identify academic needs of each child.
- ü Provide appropriate experiences to fill learning gaps.
- ü Involve student in character development through Student Life
- ü Develop a desire for life-long learning

### Enrollment

October 1, 2004 School Year Student Enrollment : 693  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 666

## Instructional Programs

- Ü College Preparatory
- Ü All Essential Concepts Identified
- Ü Learning Gaps Filled
- Ü On-going Progress Assessments
- Ü Preparation for AIMS exams
- Ü Accelerated Reading Program (AR)
- Ü Leadership Development
- Ü Peer Tutoring

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	6/4/2006

## Shared Responsibilities

### School

Provide a safe, structured, nurturing environment that encourages academic and personal growth. Keep the focus on college preparatory education. Keep parents informed of school issues and of matters pertaining to their children.

### Parents

Support the child's teachers. Support the school through The Parent Connection organization. Bring students to school on time, fed and rested. Parents should remember, in raising issues of concern, that the school and parent have the same objectives.

## Transportation Policy

No transportation provided.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Basketball Championships (Boys & Girls)	2002
Ü Boys Flag Football & Basketball Championships	2003
Ü Membership to the National and Junior Honor Society	2005
Ü Young Women of the Year Selection	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	79306	99	99	99	431	431	445	14	14	10	31	31	18	44	44	51	10	10	20
All Students (Prior Year)	63	63	75509	91	91	100	479	479	521	26	26	13	35	35	23	31	31	33	7	7	31
Female	44	44	38691	100	100	99	434	434	446	10	10	10	36	36	18	36	36	52	18	18	20
Male	31	31	40583	97	97	99	426	426	445	19	19	11	26	26	18	55	55	50	0	0	21
African American	41	41	4041	98	98	99	435	435	426	16	16	17	29	29	23	42	42	50	13	13	10
Hispanic	32	32	32869	100	100	99	426	426	429	13	13	15	33	33	25	47	47	51	7	7	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	72	72	69060	99	99	98	432	432	454	13	13	7	30	30	17	46	46	54	10	10	22
Limited English Proficient Students	12	12	15509	92	92	100	413	413	406	17	17	20	50	50	30	33	33	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	54	54	39415	96	96	96	428	428	431	16	16	15	32	32	25	44	44	50	8	8	10
Non-Economically Disadvantaged	21	21	39966	100	100	100	437	437	459	10	10	6	30	30	12	45	45	52	15	15	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	79395	99	0	99	427	427	446	19	19	9	31	31	25	47	47	55	3	3	11
All Students (Prior Year)	64	64	75492	93	93	100	495	495	519	24	24	12	29	29	16	42	42	47	5	5	24
Female	44	44	38743	100	0	100	432	432	451	15	15	7	26	26	24	54	54	57	5	5	12
Male	31	31	40618	97	0	99	419	419	440	23	23	11	39	39	27	39	39	53	0	0	9
African American	41	41	4052	98	0	100	435	435	434	16	16	11	24	24	29	58	58	54	3	3	6
Hispanic	32	32	32915	100	0	99	415	415	426	23	23	15	43	43	35	30	30	47	3	3	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	72	72	69139	99	0	99	428	428	454	18	18	7	30	30	24	49	49	58	3	3	11
Limited English Proficient Students	12	12	15545	92	0	100	392	392	399	33	33	21	67	67	42	0	0	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	54	54	39484	96	0	96	425	425	429	18	18	14	34	34	35	46	46	47	2	2	4
Non-Economically Disadvantaged	21	21	39986	100	0	100	430	430	461	20	20	4	25	25	16	50	50	63	5	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	78869	99	99	99	437	437	442	6	6	6	27	27	21	63	63	63	4	4	10
All Students (Prior Year)	64	64	75053	93	93	99	522	522	597	22	22	7	15	15	12	58	58	72	5	5	9
Female	44	44	38536	100	100	99	446	446	458	8	8	4	18	18	15	72	72	67	3	3	14
Male	31	31	40302	97	97	99	427	427	428	3	3	8	39	39	26	52	52	60	6	6	7
African American	41	41	4015	98	98	99	447	447	430	8	8	8	18	18	24	66	66	61	8	8	7
Hispanic	32	32	32606	100	100	98	423	423	426	3	3	8	40	40	27	57	57	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	72	72	68697	99	99	98	438	438	454	6	6	4	27	27	18	63	63	67	4	4	11
Limited English Proficient Students	12	12	15339	92	92	100	392	392	399	8	8	11	58	58	31	33	33	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	54	54	39106	96	96	95	435	435	427	6	6	8	26	26	28	66	66	59	2	2	5
Non-Economically Disadvantaged	21	21	39837	100	100	100	443	443	457	5	5	4	30	30	14	55	55	67	10	10	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	72	78906	99	99	99	494	494	498	12	12	13	26	26	19	46	46	48	15	15	20
All Students (Prior Year)	73	73	76019	99	99	100	467	467	499	26	26	14	56	56	39	5	5	14	13	13	33
Female	32	32	38644	100	100	99	506	506	500	13	13	12	13	13	19	52	52	49	23	23	19
Male	40	40	40236	98	98	99	484	484	497	12	12	15	38	38	19	41	41	46	9	9	20
African American	42	42	4087	100	100	99	499	499	481	13	13	20	18	18	24	50	50	45	18	18	11
Hispanic	27	27	31938	93	93	99	487	487	481	13	13	19	38	38	25	38	38	46	13	13	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	67	67	68310	99	99	98	499	499	509	8	8	9	25	25	18	50	50	51	17	17	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	47	47	38679	96	96	96	489	489	483	16	16	20	25	25	25	45	45	45	14	14	10
Non-Economically Disadvantaged	25	25	40295	100	100	100	506	506	513	5	5	7	29	29	13	48	48	50	19	19	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	73	78908	100	0	99	479	479	484	8	8	10	33	33	23	58	58	58	2	2	9
All Students (Prior Year)	71	71	76020	96	96	100	499	499	503	35	35	25	37	37	23	23	23	40	5	5	12
Female	33	33	38648	100	0	99	490	490	489	9	9	8	16	16	22	72	72	61	3	3	10
Male	40	40	40233	98	0	99	468	468	479	6	6	12	50	50	25	44	44	55	0	0	8
African American	43	43	4092	100	0	99	484	484	473	5	5	12	31	31	28	62	62	54	3	3	5
Hispanic	27	27	31940	93	0	99	470	470	465	13	13	16	38	38	32	50	50	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	68	68	68312	100	0	98	481	481	493	7	7	7	31	31	21	61	61	62	2	2	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	48	48	38662	98	0	96	476	476	468	9	9	16	33	33	32	56	56	49	2	2	3
Non-Economically Disadvantaged	25	25	40315	100	0	100	485	485	498	5	5	5	33	33	15	62	62	66	0	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	73	78750	100	100	99	501	501	500	0	0	6	47	47	29	53	53	63	0	0	2
All Students (Prior Year)	73	73	75673	99	99	100	492	492	530	16	16	12	31	31	25	52	52	58	2	2	4
Female	33	33	38586	100	100	99	515	515	515	0	0	4	28	28	22	72	72	71	0	0	3
Male	40	40	40135	98	98	99	488	488	486	0	0	8	65	65	35	35	35	56	0	0	1
African American	43	43	4081	100	100	99	508	508	488	0	0	8	36	36	32	64	64	59	0	0	2
Hispanic	27	27	31841	93	93	99	492	492	483	0	0	8	67	67	36	33	33	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	68	68	68196	100	100	98	503	503	513	0	0	3	46	46	25	54	54	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	48	48	38558	98	98	96	499	499	485	0	0	8	51	51	37	49	49	54	0	0	1
Non-Economically Disadvantaged	25	25	40260	100	100	100	505	505	514	0	0	3	38	38	21	62	62	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	78250	98	98	99	511	511	548	51	51	21	23	23	18	23	23	48	2	2	13
All Students (Prior Year)	51	51	75001	94	94	99	429	429	468	70	70	37	26	26	36	4	4	16	0	0	10
Female	25	25	38071	100	100	99	525	525	549	33	33	20	33	33	19	29	29	49	5	5	12
Male	24	24	40126	96	96	99	497	497	547	68	68	23	14	14	17	18	18	46	0	0	14
African American	29	29	4058	94	94	99	512	512	523	50	50	32	23	23	22	23	23	41	4	4	5
Hispanic	14	14	29129	100	100	99	507	507	527	54	54	32	23	23	23	23	23	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	42	42	68996	98	98	99	519	519	561	43	43	16	27	27	18	27	27	52	3	3	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	35	35	33388	95	95	94	515	515	530	48	48	32	21	21	22	27	27	40	3	3	5
Non-Economically Disadvantaged	14	14	44937	100	100	100	498	498	561	60	60	13	30	30	15	10	10	54	0	0	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	78302	100	0	99	486	486	512	27	27	11	27	27	25	45	45	57	0	0	7
All Students (Prior Year)	51	51	74918	94	94	99	462	462	497	66	66	32	17	17	19	15	15	35	2	2	15
Female	25	25	38082	100	0	99	502	502	518	19	19	8	19	19	24	62	62	61	0	0	7
Male	25	25	40166	100	0	99	472	472	507	35	35	14	35	35	26	30	30	54	0	0	6
African American	30	30	4064	97	0	100	486	486	498	30	30	14	22	22	29	48	48	54	0	0	3
Hispanic	14	14	29152	100	0	99	481	481	492	31	31	17	38	38	34	31	31	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	43	43	69024	100	0	99	495	495	524	18	18	7	29	29	23	53	53	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	36	36	33398	97	0	94	491	491	495	26	26	18	21	21	35	53	53	46	0	0	2
Non-Economically Disadvantaged	14	14	44979	100	0	100	471	471	525	30	30	6	50	50	18	20	20	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	78094	100	100	99	507	507	545	2	2	3	43	43	18	55	55	77	0	0	2
All Students (Prior Year)	51	51	74503	94	94	99	472	472	491	9	9	9	43	43	32	49	49	51	0	0	8
Female	25	25	38025	100	100	99	519	519	558	0	0	2	43	43	13	57	57	82	0	0	2
Male	25	25	40013	100	100	99	497	497	534	4	4	5	43	43	23	52	52	71	0	0	1
African American	30	30	4037	97	97	99	506	506	532	4	4	4	44	44	22	52	52	73	0	0	1
Hispanic	14	14	29068	100	100	99	504	504	523	0	0	5	46	46	27	54	54	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	43	43	68892	100	100	98	515	515	559	0	0	2	39	39	14	61	61	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	36	36	33296	97	97	94	514	514	527	3	3	5	35	35	27	62	62	67	0	0	0
Non-Economically Disadvantaged	14	14	44871	100	100	100	485	485	559	0	0	2	70	70	12	30	30	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	69846	93	93	100	667	667	699	58	58	21	8	8	11	33	33	49	0	0	18
All Students (Prior Year)	NC	NC	65934	NC	NC	100	NC	NC	492	NC	NC	43	NC	NC	18	NC	NC	24	NC	NC	15
Female	NC	NC	34328	NC	NC	99	NC	NC	702	NC	NC	19	NC	NC	12	NC	NC	51	NC	NC	18
Male	NC	NC	35509	NC	NC	100	NC	NC	696	NC	NC	23	NC	NC	11	NC	NC	48	NC	NC	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	13	13	62220	100	100	99	668	668	712	55	55	16	9	9	11	36	36	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	10	10	21421	100	100	92	670	670	686	50	50	35	13	13	15	38	38	43	0	0	7
Non-Economically Disadvantaged	NC	NC	48489	NC	NC	100	NC	NC	704	NC	NC	15	NC	NC	10	NC	NC	52	NC	NC	23

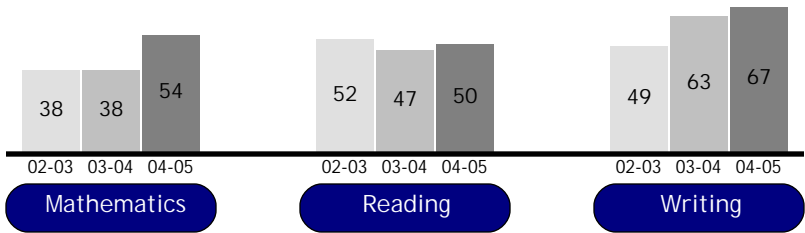
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	71311	93	93	100	659	659	694	8	8	7	58	58	21	33	33	63	0	0	9
All Students (Prior Year)	NC	NC	68162	NC	NC	100	NC	NC	509	NC	NC	18	NC	NC	24	NC	NC	51	NC	NC	8
Female	NC	NC	34899	NC	NC	100	NC	NC	700	NC	NC	5	NC	NC	19	NC	NC	66	NC	NC	10
Male	NC	NC	36430	NC	NC	100	NC	NC	688	NC	NC	9	NC	NC	22	NC	NC	61	NC	NC	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	13	13	63379	100	100	100	660	660	707	9	9	5	55	55	18	36	36	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	10	10	22243	100	100	93	651	651	677	13	13	14	50	50	32	38	38	51	0	0	3
Non-Economically Disadvantaged	NC	NC	49157	NC	NC	100	NC	NC	702	NC	NC	4	NC	NC	16	NC	NC	69	NC	NC	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	14	14	70868	93	93	100	658	658	688	8	8	5	50	50	23	42	42	63	0	0	9
All Students (Prior Year)	NC	NC	67629	NC	NC	100	NC	NC	524	NC	NC	22	NC	NC	16	NC	NC	59	NC	NC	3
Female	NC	NC	34710	NC	NC	99	NC	NC	697	NC	NC	3	NC	NC	19	NC	NC	66	NC	NC	12
Male	NC	NC	36176	NC	NC	100	NC	NC	678	NC	NC	7	NC	NC	27	NC	NC	59	NC	NC	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	13	13	63054	100	100	99	653	653	701	9	9	3	55	55	20	36	36	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	10	10	21994	100	100	92	655	655	673	13	13	10	50	50	36	38	38	52	0	0	3
Non-Economically Disadvantaged	NC	NC	48960	NC	NC	100	NC	NC	694	NC	NC	3	NC	NC	18	NC	NC	67	NC	NC	12

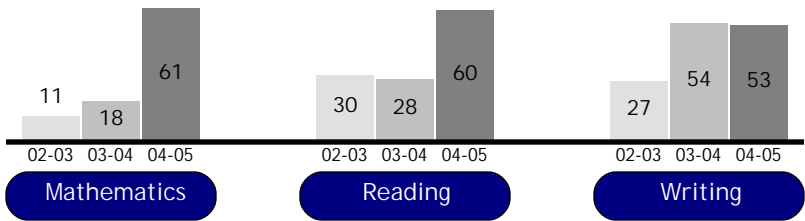
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

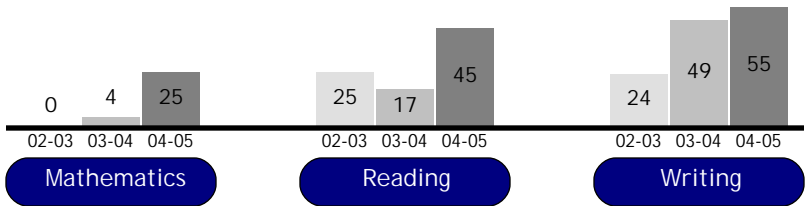
3rd Grade Proficiency



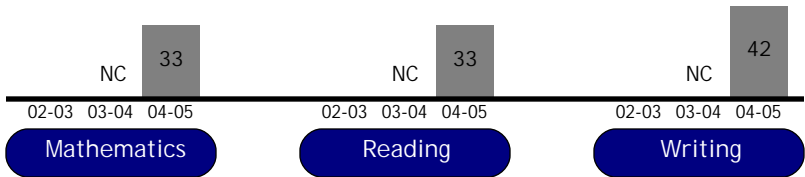
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	84	24	24	50	85	26	NA	58	100	34	34	47
	Language	99	17	17	43	97	14	14	50	100	30	30	47
	Mathematics	99	19	19	57	100	20	20	64	100	38	38	50
3	Reading	90	23	23	47	99	28	NA	55	99	31	31	44
	Language	98	32	32	54	100	35	35	61	99	36	36	44
	Mathematics	99	28	28	54	100	33	33	61	99	43	43	51
4	Reading	95	27	27	52	91	29	NA	56	100	42	42	48
	Language	97	30	30	48	100	31	31	52	100	45	45	49
	Mathematics	97	34	34	57	100	36	36	61	100	48	48	53
5	Reading	93	25	25	50	99	32	NA	55	100	45	45	50
	Language	95	20	20	46	100	24	24	49	100	42	42	50
	Mathematics	94	31	31	57	100	37	37	63	99	42	42	49
6	Reading	94	30	30	53	93	39	NA	56	97	44	44	51
	Language	99	17	17	45	94	33	33	48	97	38	38	47
	Mathematics	99	36	36	62	93	44	44	66	95	51	51	52
7	Reading	95	16	16	51	100	35	NA	54	100	44	44	50
	Language	98	13	13	54	100	29	29	58	100	43	43	52
	Mathematics	98	23	23	58	100	31	31	62	100	36	36	50
8	Reading	100	22	22	53	72	37	NA	55	100	40	40	51
	Language	100	18	18	49	72	28	28	52	100	42	42	50
	Mathematics	100	30	30	58	74	36	36	61	98	34	34	53
9	Reading	100	12	12	41	100	NA	NA	42	100	12	12	51
	Language	100	12	12	42	100	NA	NA	42	100	17	17	50
	Mathematics	100	31	31	60	100	NA	NA	63	100	20	20	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

## Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	38.00
Other Professional Staff	2.00	Teacher Aide	3.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	3	0	0
4 to 6 years	6	2	0	0
7 to 9 years	2	0	0	0
10 or more years	2	2	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	461
Teachers with Emergency Certificaton.	7
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Hightly Qualified Teachers	1%

## Resources Available at School Site

## Special Facilities

Ü Fully-equipped Computer Lab	Ü New Library
Ü Full-size Gymnasium	Ü Olympic Track and Soccer Field

## Extracurricular Activities

Ü Comprehensive Student Life Program	Ü International Week
Ü Tutoring Programs	Ü Dance Team & Cheerleading
Ü Music & Violin Program	
Ü Award Winning Sports Programs	

## Social Services

Ü Social Worker	Ü Parenting Groups - understanding teens
Ü Social Support Groups	Ü Reachout Healthcare - Dental Care
Ü Outside Agency Referrals	
Ü Advising Classes	

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Began Suzuki Strings program for 1st and 2nd grade. Implementation of choir and orchestra in 2003. Sports program development including recognized championship basketball, flag football, track and soccer, volleyball and dance/cheer teams.
- ü Implemented SABIS teaching and testing school-wide, including the Points System and the Academic Management System (TM). We incorporated a school wide tutoring program after school and a literacy program in our new library.
- ü Provided Counseling during and after school. Provided additional ELL and Reading programs during holiday breaks and weekends.
- ü Young Women of The Year Representative from our District selection. Membership to the National Honor and Junior Honor Societies with first induction ceremony for qualified candidates. Continuation of multiple championships in sports programs.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	13	12	12	17
Transfers In Rate <sup>6</sup>	17	28	28	37
Stability Rate <sup>7</sup>	86	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	7	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	1	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Security and student supervision always present. Promotion of Student Life values and responsibilities. Alternative Classroom for in school suspension. Student assemblies. Anti-Bullying Squad. Advising courses in anti-violence and drug awareness. Student Counseling services after school for Anger Management.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Rachel Hildebrand	(602) 305-8865
Transportation Policy	No Transportation Provided	(602) 305-8865
Community Resources	N/A	(602) 305-8865
School Nutrition Programs	Aloma Richards	(602) 305-8865
Parent Organization	Mark Morgan	(602) 305-8865
Student Health/Nurse	Allison Rhodeman	(602) 305-8865

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

## DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

## Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

## Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

## Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

## Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.